

DOCUMENT RESUME

ED 457 501

CG 031 287

AUTHOR Tryon, Georgiana Shick; Soffer, Alison; Winograd, Greta
TITLE Relationship of Social Skills, Depression, and Anxiety in Adolescents.
PUB DATE 2001-08-00
NOTE 11p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adolescents; Anxiety; Attitude Measures; Dating (Social); Depression (Psychology); *High School Students; High Schools; *Interpersonal Competence; Time Management
IDENTIFIERS Revised Childrens Manifest Anxiety Scale; Social Skills Rating System

ABSTRACT

This study was conducted to determine the relationship between self-reported social skills, anxiety, and depression in adolescents. Participants were 97 students from a private high school in New York City. They were administered the Reynolds Adolescent Depression Scale (RADS), the Social Skills Rating System-Study Form (SSRS-S), and the Revised Children's Manifest Anxiety Scale (RCMAS). Twelve of the SSRS-S items were significantly negatively related to both RADS and RCMAS ratings. The results indicated that depressive and anxious symptomatology was related to poorer social skills in adolescent high school students. Social skills training in anger management, dating behaviors, and time management were suggested as ways to reduce anxiety symptoms. (JDM)

Relationship of Social Skills, Depression, and Anxiety in Adolescents

Georgiana Shick Tryon

Alison Soffer

Greta Winograd

City University of New York Graduate School and University Center

365 Fifth Avenue

New York, NY 10016

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

G. Tryon

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Poster presented at the meeting of the American Psychological Association, San Francisco, CA, August 2001.

Abstract

This study was conducted to determine the relationship between self-reported social skills, anxiety, and depression in adolescents.

Participants were 97 students from a private high school in New York City. They were administered the Reynolds Adolescent Depression Scale (RADs; Reynolds, 1986), the Social Skills Rating System - Student form (SSRS-S; Gresham & Elliot, 1990), and the Revised Children's Manifest Anxiety Scale (RCMAS; Reynolds & Richmond, 1985). Twelve of the SSRS-S items were significantly negatively related to both RADs and RCMAS ratings. The results indicate that depressive and anxious symptomatology is related to poorer social skills in adolescent high school students.

Relationship of Social Skills, Depression, and Anxiety in Adolescents

Several studies have shown that children who score higher on self-rated depression are rated by their teachers as having social skills deficits relative to children who score lower on self-rated depression (Shah & Morgan, 1996). Children with anxiety disorders also have been found to have social skills deficits (Francis, 1989). Social skills deficits in childhood negatively affect interpersonal relationships (Kennedy, Spence, & Hensley, 1989) and have been linked to mental health problems in adulthood (Roff, 1961). Thus, it is important to identify and treat children and adolescents with social skills deficits so that their interpersonal relationships may improve. Most research on the relationship of social skills to problem behaviors has been done with children. This project was done to extend this research to adolescents by examining the relationship of self-rated internalizing symptoms of depression and anxiety to self-rated social skills. The study also identified specific social skills deficits associated with depression and anxiety that could be used in designing social skills interventions.

Method

Subjects

Subjects were 97 students (52 boys, 45 girls) in a private high school in New York City. Their average age was 16.24 years ($SD = 1.21$). Twenty-three were first-year students, 13 were sophomores, 28 were juniors, and 33 were seniors. The majority, $n = 61$, were Caucasian, with 5 students listing themselves as non-White Hispanic, 6 African Americans, 7 Asian Americans, 6 of

mixed races, and 12 listing themselves as “other”. The mean score on the Hollingshead Index of Social Class was 57.67 ($SD = 10.96$) indicating that the average students’ parents were employed in major business and professional jobs.

Procedure

In the Spring of 2000, all high school students in human resources classes were given consent and assent forms for participation in the study. Health classes were sampled, because all students are required to take them. The following week a total of 148 forms were distributed with 97 students (65.5%) returning to health class with completed forms. These students completed the Revised Children’s Manifest Anxiety Scale (RCMAS; Reynolds & Richmond, 1985) to assess self-reported anxiety, the Reynolds Adolescent Depression Scale (RADs; Reynolds, 1986) to assess self-reported depression, and the Social Skills Rating System - Student form (SSRS-S; Gresham & Elliot, 1990) to assess self-rated social skills.

Results

Students achieved an average score on the RADs of 58.05 ($SD = 12.73$) with 10 student scoring above the cutoff point of 77 that is suggested by Reynolds (1986) to indicate possible clinical depression. As per consent and assent agreements, the parents of these 10 students were notified and provided with referrals for further assessment of their children. Students’ self-ratings of depression were significantly, negatively related to self-rated social skills, $r(94) = -.45, p < .01$. Students achieved an average score of 9.36 ($SD = 5.55$) on the

RCMAS out of a possible total score of 39. Students' self-ratings of anxiety were also significantly, negatively related to self-rated social skills, $r(95) = -.48, p < .01$. Self-ratings of depression and anxiety were positively related, $r(94) = .84, p < .01$. Fifteen of the 39 SSRS-S items were significantly negatively related to RADS depression ratings. Table 1 presents these 15 items.

Sixteen of the 39 SSRS-S items were significantly negatively related to RCMAS anxiety ratings. Table 2 presents these 16 items. Comparison of Tables 1 and 2 shows that 12 of the SSRS-S items (item numbers 4, 13, 16, 17, 18, 20, 22, 31, 32, 33, 34, and 38) were significantly negatively related to both RADS and RCMAS ratings.

Discussion

The results indicate that depressive and anxious symptomatology is related to poorer social skills in adolescent high school students. Several studies with adults (reviewed by Segrin, 2000) have shown that social skills training results in decreased depression. The present results identified specific social skills that were most related to depression. These items (see Table 1) indicate that in this population of private school students, social skills training should address anger management, dating behaviors, and time management. The present study also found, as have others (i.e., Cole, Martin, Peeke, Henderson, & Harwell, 1998), a substantial relationship between ratings of depression and anxiety, and the majority of specific social skills items that related significantly to depression also related significantly to anxiety. This suggests that social skills training in the areas specified above might reduce anxiety symptoms as well. This study was

done in a competitive New York City private school. Results are best generalizable to similar populations.

References

- Cole, D. A., Martin, J. M., Peeke, L., Henderson, A., & Harwell, J. (1998). Validation of depression and anxiety measures in White and Black youths: Multitrait-multimethod analyses. *Psychological Assessment, 10*, 261-276.
- Francis, G. (1989). Anxiety disorders. In M. Hersen (Ed.), *Innovations in child behavior therapy*. New York: Springer.
- Gresham, R. M., & Elliott, S. N. (1990). *The social skills rating system*. Circle Pines, MN: American Guidance Service.
- Kennedy, E., Spence, S. H., & Hensley, R. (1989). An examination of the relationship between childhood depression and social competence among primary school children. *Journal of Child Psychology and Psychiatry, 30*, 561-573.
- Reynolds, C. R., & Richmond, B. O. (1985). *Revised children's manifest anxiety scale (RCMAS)*. Los Angeles: Western Psychological Services.
- Reynolds, W. M. (1986). *Reynolds adolescent depression scale*. Odessa, FL: Psychological Assessment Resources.
- Roff, M. (1961). Childhood social interactions and young adult bad conduct. *Journal of Abnormal and Social Psychology, 63*, 331-337.
- Segrin, C. (2000) Social skills deficits associated with depression. *Clinical Psychology Review, 20*, 379-408.

Shah, F., & Morgan, S. B. (1996). Teachers' ratings of social competence of children with high versus low levels of depressive symptoms. *Journal of School Psychology, 34*, 337-349.

Table 1

SSRS-S Items That Related Significantly to RADS Depression Ratings

SSRS-S Item	Correlation with RADS Total
4. Dating Confidence	-.24*
5. Ignoring others who tease	-.26*
13. Doing homework on time	-.31**
16. Being involved in school activities	-.35**
17. Finishing class work on time	-.33**
18. Compromising with parents and teachers	-.28**
19. Asking for a date	-.32**
22. Ending fights with parents calmly	-.36**
27. Accepting punishment calmly	-.34**
31. Using free time constructively	-.43**
32. Controlling temper with angry others	-.25*
33. Getting attention of opposite sex	-.28**
34. Taking parental criticism without anger	-.31**
35. Using a nice tone in class discussions	-.23*
38. Starts conversations with classmates	-.33**

* $p < .05$, ** $p < .01$

Table 2

SSRS-S Items That Related Significantly to RCMAS Anxiety Ratings

SSRS-S Item	Correlation with RCMAS Total
2. Complimenting others	-.24*
3. Dating confidence	-.25*
6. Listening to adults	-.22*
9. Asking before using things belonging to others	-.27**
13. Doing homework on time	-.32**
16. Being involved in school activities	-.39**
17. Finishing classwork on time	-.28**
18. Compromising with parents and teachers	-.26**
19. Asking for a date	-.28**
22. Ending fights with parents calmly	-.33**
31. Using free time constructively	-.37**
32. Controlling temper with angry others	-.24**
33. Getting attention of opposite sex	-.23*
34. Taking parental criticism without anger	-.31**
36. Following teacher's directions	-.26**
37. Starts conversations with classmates	-.30**

* $p < .05$, ** $p < .01$



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Relationship of Social Skills, Depression, + Anxiety in Adolescents	
Author(s): Tryon, Soffer, + Winograd	
Corporate Source: 	Presentation Publication Date: Aug. 2001

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to each document.

If permission is granted to reproduce and disseminate the identified documents, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☐

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
--

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
--

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate these documents as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign
here, →
please

Signature: 	Printed Name/Position/Title: Georgiana Shick Tryon	
Organization/Address: CUNY Graduate Center 365 Fifth Ave. NY, NY 10016	Telephone: 212/817-8293	FAX:
	E-Mail Address: gtryon@gc.cuny.edu	Date: 11/13/01

APA - 01

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of these documents from another source, please provide the following information regarding the availability of these documents. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:	ERIC Counseling & Student Services University of North Carolina at Greensboro 201 Ferguson Building PO Box 26171 Greensboro, NC 27402-6171
---	---